



Frederick County Public Schools  
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Dr. Linda D. Burgee  
Superintendent of Schools

March 25, 2009

Dr. Nancy Grasmick  
Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, MD 21201-2595

Dear Dr. Grasmick:

The Frederick County Public Schools Service-Learning Implementation Plan is enclosed per state expectations and guidelines.

The plan follows the instructions and submission format and more importantly builds upon the previously approved plans and MSDE feedback. The Frederick County Public Schools plan, as directed by the Frederick County Board of Education, is "a locally designed program in student service that was approved by the State Superintendent of Schools." as stated in COMAR 13A.03.02.06 number (2). The FCPS plan uses an infused curricular model that enhances classroom activities.

The plan builds upon past MSDE reviews, commendations and recommendations which to date have confirmed and commended the FCPS SSL program. These communications were from the Maryland State Department of Education Service Learning Implementation Plan Review Final Summary Form noted in your letter of May 24, 2005 and the feedback from the September 25, 2007 Service Learning Quality Review Visit.

The plan has been amended to address the feedback from the Service Learning Implementation Plan Review. Specifically the transfer policy has been clarified as described below and the changes placed into italics. No other plan elements have been changed.

#### **D. Transfer Policies**

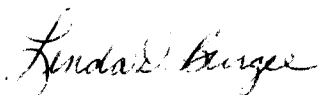
1. Because the infused Essential Curriculum is standardized within Frederick County, intra-county transfers do not present a problem. If a student transfers from another county within Maryland, we accept whatever hours the students completed prior to arriving in Frederick County. If a student transfers in from outside of Maryland, we accept any hours **that the student can document in writing** from the school or school system previously attended. Guidance Counselors have been trained to evaluate the status of transfer students regarding the service learning graduation requirement and the system has created a place to

electronically input and maintain this data within the Student Information System.

2. *Students that transfer into FCPS during high school from public or private schools will have the hours pro-rated based upon the grade and semester that they enter the school system. If a student enters FCPS before 9<sup>th</sup> grade they are expected to earn 75 hours. If they enter during 9<sup>th</sup> grade 45 hours, 10<sup>th</sup> grade 32 hours, 11<sup>th</sup> grade 20 hours, 12 grade 1<sup>st</sup> semester 10 hours and 12<sup>th</sup> grade 2nd semester 5 hours.*
3. The high school SSL coordinators insure that all students transferring into FCPS needing to meet SSL Graduation Requirements have experiences adhering to MSDE Guidelines.
4. *When a student transfers out of the Frederick County Public Schools the individual school produces from the student information system both the Maryland Student Withdraw/Transfer Record (Card 7) and produces a record card that indicates the number of service learning hours earned by the student.*

It is the intent of the Frederick County Public Schools to deliver a Student Service Learning program that adequately addresses the graduation requirement and ensures that students have a high quality service learning experience.

Respectfully,



Linda D. Burgee, Ed.D.  
Superintendent of Schools

cc: Ms Julie Ayers

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**Report Content**

**I. Implementation Plan and Curricular Connections**

**A. Minimum level of engagement:**

1. Frederick County Public Schools (FCPS) students experience Student Service Learning (SSL) infused into required courses at the middle and high school levels. Twenty (20) subjects in the middle (10) and high (10) schools have Service Learning infused into the curriculum. All students take a minimum of 17 of these 20 courses that are required for graduation and earn a minimum of 76.5 hours of Service Learning Credit. The reason for the variation in required courses and the total hours earned is that some students are on a more rigorous academic track and do not take general math in middle school and they take AP US History and not American Studies II. Because of the AP requirements, no time was allotted for SSL within the required curriculum. **FCPS awards 4.5 hours of SSL credit for each infused course successfully completed by each student.** These hours are recorded electronically and placed into the individual student's permanent record within the student data system. The total SSL hours earned will automatically appear on the MSDE Withdraw/Transfer form for students that exit the FCPS system.

**B. Curricular Connections**

1. The high school courses are: Algebra I; Geometry; and Statistics and Probability; Language Arts – Grades 9, 10, 11; Government; American Studies II; Modern World History and Biology. The middle school courses are: Math 6<sup>th</sup> 7<sup>th</sup> & 8<sup>th</sup>, Science 6<sup>th</sup>, Language Arts 6<sup>th</sup> 7<sup>th</sup> & 8<sup>th</sup>, and Social Studies 6<sup>th</sup> 7<sup>th</sup> & 8<sup>th</sup>.
2. In 1988 FCPS adopted the *Effective Schools* educational model. That meant that every course FCPS offered (K-12) **must** have an Essential Curriculum that was **standard** throughout the county school system. That Essential Curriculum was developed by teachers (under the direction of a Curriculum Specialist) during a two week workshop during the summer. The Essential Curriculum for every **course** was **mandatory** for every teacher to present. That guaranteed uniformity throughout our 50+ schools. Each summer the Essential Curriculum is reviewed by teachers, and modified and updated. All four core curriculum specialists have copies of the MSDE SSL Guidelines, the SSL Interdisciplinary Webs, and The Complete Guide to Service Learning. These materials and the MSDE SSL lessons are provided for the curriculum specialists and the curriculum writing teams as well as the offer for a short presentation entitled *Service Learning 101* to assist with curriculum additions and revisions.
3. FCPS uses a WEB site entitled FCPSteach.org to allow teacher access to the essential curriculum guides, sample lesson plans, resources and other curriculum related materials. Within the essential curriculum for each required course the VSC indicators appear and where applicable the SSL connection is listed. For example in 9<sup>th</sup> grade Language Arts the essential

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curriculum is coded with **SL** indicating that the **indicator** is **linked to Service Learning**.

4. Beginning in the fall of 2008 a Web enabled accountability document is being used to centralize the collection and distribution of information in SSL infusion activities by individual teachers. That accountability document uses the MSDE SSL 7 Best Practices and also includes a place for the teacher to indicate if the service was direct, indirect or advocacy. See Attachment A.
5. Answered in number 4 above. Sample units produced by summer curriculum writing teams often have a menu of options for direct/indirect and advocacy SSL experiences. See Attachments B, C, D, E.
6. Infused Service Learning projects are created by instructors during the summer Essential Curriculum workshops (under the direction of a Curriculum Specialist). *Meritorious Projects* (projects done during evenings, weekends, and during the summer) are often created by the students, and are evaluated using Maryland's Seven Best Practices by the individual school Coordinators and Contacts. These SSL coordinators and contacts also receive regular e-mails from the county SSL Supervisor and Volunteer Frederick on opportunities in Frederick County.

**C. Assessment and Evaluation**

1. As noted in number B2 above, curriculum specialists and their curriculum writing teams annually review and revise curriculum and when appropriate use the 7 Best Practices rubric. FCPS as a system utilized all three MSDE SSL Rubrics to prepare for the Fall 2007 site review and to continuously improve the overall delivery of service learning plan implementation. Annually SSL implementation is reported to the Curriculum and Instruction Committee of the FCPS System.
2. When questions arise on the eligibility of any activity for SSL credit the Maryland Student Service Learning Guidelines are used. A copy of this document is placed on FCPSteach.org and pages 14-15 on what SSL projects should and should not do are often referenced by the individual school contacts and coordinators and the FCPS curriculum specialist responsible for Service Learning.

**D. Transfer Policies**

1. Because the infused Essential Curriculum is standardized *within Frederick County*, intra-county transfers do not present a problem. If a student transfers from another county within Maryland, we accept whatever hours the students completed prior to arriving in Frederick County. If a student transfers in from outside of Maryland, we accept any hours **that the student can document in writing** from the school or school system previously attended. Guidance Counselors have been trained to evaluate the status of transfer students regarding the service learning graduation requirement and the system has created a place to electronically input and maintain this data within the Student Information System.
2. Students that transfer into FCPS during high school will have the hours pro-rated based upon the grade and semester that they enter the school system. If

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- a student enters FCPS before 9<sup>th</sup> grade they are expected to earn 75 hours. If they enter during 9<sup>th</sup> grade 45 hours, 10<sup>th</sup> grade 32 hours, 11<sup>th</sup> grade 20 hours, 12 grade 1<sup>st</sup> semester 10 hours and 12<sup>th</sup> grade 2nd semester 5 hours.
3. The high school SSL coordinators insure that all students transferring into FCPS needing to meet SSL Graduation Requirements have experiences adhering to MSDE Guidelines.
  4. When a student transfers out of the Frederick County Public Schools the individual school produces from the student information system both the Maryland Student Withdraw/Transfer Record (Card 7) and produces a record card that indicates the number of service learning hours earned by the student.

**E. Connections**

1. a. Service Learning and Character Counts! have coordinated their efforts on multiple projects. The Character Counts program with it's Six Pillars of Character often has direct alignment to service. The Character Counts Newsletter, published two times per year, highlights projects by school, grades, classes and individuals that often center around service to the community, and a direct result of infused and meritorious SSL activities.
- b. In a 9<sup>th</sup> grade Government Unit, students study many civic issues in the County, State, and Nation. A copy of a lesson plan with direct, indirect, and advocacy options is included to address American Red Cross Blood needs in the community. See Attachment C.
- c. In Frederick County we have also included Service Learning as an integral part of our Transition Education program. Students can opt to be enrolled in a Transition Education program during their junior and/or senior year. That program allows students to be excused during the traditional school day to participate in either the Work Study, Mentor-Internship, or **Student Service Learning** program. Each year approximately 500 students elect to choose the Service Learning option.
2. Service Learning is infused into 6<sup>th</sup> grade Science via the Outdoor School. Students take multi day field trips to streams and other environmental sensitive areas to assess quality. In high school Biology has environmental education within its curriculum, a sample lesson is attached. See Attachment D.
3. Since the 2005-2006 school year, Service Learning has been included in our Master plan under **Goal 4 – All sectors of the community will be engaged in the education of our children.**

**II. Infrastructure**

- A. LSS contact: James Ferrant, Career and Technology Curriculum Specialist, Central Office, Supervises FCPS Service Learning Program, 20% of time on Service Learning (other duties include: Agriculture Education, Partnerships, Technology Education and Transition Education).
- B. SL Fellows: Alyce Luck, Amanda Furajter, Angela Knapp, Candace Desonier, Colleen Bernard, Joey Hoffman, Lisa Bruck, Meg Lee, Stacey Sisler, Linda Caron,

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- and Melanie Ware. All Fellows are school-based except Joey Hoffman, who is retired. Fellows provide leadership activities in their school, at the system level, and the state and national level; Fellows are full time teaching employees except Meg Lee who is an assistant principal, so most Fellows activities occur outside the traditional school day. Fellows also participate in some summer activities. There is quite a bit of variability in Fellows activity. An estimate in the range to be 3-10% of their assigned time is spent on SSL activity.
- C. Each of the nine FCPS high schools has a Service Learning Coordinator appointed by the Principal. The Coordinator receives a stipend of approximately \$1,440 annually that is negotiated by the county's Teacher Association. Each middle school and elementary school has a Service Learning Contact appointed by the Principal. The contacts receive **no** stipends for their Service Learning activities. One of the duties of the Coordinators and Contacts is to approve independent service learning projects within their school, and to ensure that those projects include preparation, action, and reflection and are based upon the 7 Best Practices for Service Learning.
- D. Administrative Leadership and Supervision: Dr. Bonnie Ward, Associate Superintendent for Curriculum, Instruction, and Evaluation and Dr. Bonnie Hain Director of Curriculum and Professional Development provide leadership and consistency to a growing school system. Both are based within the central offices and spend approximately 1% of their time on SSL.
- E. Content Supervisors: Sue Ann Nogle, Language Arts Supervisor; Peter Cincotta, Math Supervisor; Stacy Adamiak, Science Supervisor; Mike Bunitsky, Social Studies Supervisor; Central Office; Supervisors are responsible for the development and implementation of the infused Service Learning curriculum; 2-3% of their supervisory assignment, primarily during the summer Curriculum workshops and some teacher in-servicing prior to the opening of school.
- F. FCPS has no AmeriCorps or VISTA members.
- G. Student Service Learning Coordinators: Note: **All Coordinators are at the high school level and are responsible for: \*Providing leadership for Meritorious Service Learning for their school and the feeder pattern middle and elementary schools \*Acting as a resource for Service Learning activities for those same schools \*Assisting out-of-county transfer students to satisfy the state requirement for Service Learning;** Bill Turney, Brunswick High School, approximately 25%; Russ Headley, Catocin High School, approximately 10%; Alyce Luck, Frederick High School, approximately 60%; Steve Nibbs, Gov. Thomas Johnson High School, approximately 10%; Jeremy Brown, Linganore High School, approximately 10% ; Jim Zimmer and Tim Bowman, Middletown High School, approximately 10%; Lizabeth Mummert, Tuscarora High School, approximately 10 %; Barry Burch, Walkersville High School, approximately 10%; Deirdra DeWaal, Urbana High School, approximately 10%.

### III. Student Leadership

- A. The Service Learning Advisory Board (SLAB) is a **student** led advisory board. Representatives from each high school meet in the evening on a monthly basis to provide service **and leadership** in Service Learning not only in their schools, but also

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for our school system. Supervised by a retired Service Learning Coordinator, they prepare an annual list of Service Learning events that fills their schedules. To create their planned service projects an executive team meets for one full day in the summer to review past activities and consider new or revised projects for the upcoming year. These students have repeatedly presented at local, state, and national venues including an annual presentation to our system's new teachers. In that case, it is a classic case of **the students teaching the teachers**. This board is a highly effective group of energetic, articulate young leaders.

- B. Students are given leadership roles in a variety of ways through infused SSL projects. They serve as project, class or team leaders. They assume roles for various components for projects i.e., in Government Unit with Red Cross Blood Drive, students are in charge of advertisement, serve as set up and clean up chairpersons, organize snacks, and the oversee check-in station.
- C. All students are afforded the opportunity to engage in meritorious SSL activities. The Middle school contacts and high school coordinators track these hours and student that earn more than 75 hours beyond the graduation requirement receive meritorious recognition.
- D. Annually more than 250 high school students receive meritorious recognition. Students are recognized in a variety of venues, including senior award assemblies, graduation ceremonies, empty bowls banquets, etc. Middle school students are recognized by the Frederick Elks annually at a luncheon event as well as through individual school recognition programs.

**IV. Community Partnerships & Public Support and Involvement**

- A. Service Learning Sites are approved on a case by case basis by the Service Learning Coordinators and Contacts. If any questions arise, the Service Learning Coordinators contact the Service Learning Supervisor.
- B. FCPS does not have an "approved list" of sites. An approved list has purposely been avoided knowing that any list that is developed will exclude agencies, sites, and activities that – when examined – are valid service sites and activities. See number 1 above. FCPS site selection and approval process is site based.
- C. Students contact the Service Learning Coordinators and Contacts. The Service Learning Coordinators and Contacts determine if the site is satisfactory. Additionally, FCPS has developed an excellent relationship with **Volunteer Frederick!** Volunteer Frederick has developed a website with a summary of our Service Learning program, and a drop down selection of Frederick County host sites for Service Learners. Volunteer Frederick also works with multiple non profit organizations to identify and meet community needs. Volunteer Frederick publishes in the Frederick New-Post weekly service opportunities and also forwards that information to an e-mail distribution list. The FCPS Supervisor for Service Learning forwards as appropriate these opportunities to the individual school contacts who make these opportunities available to teachers and students. Volunteer Frederick also offers several **Summer Serve** workshops during the summer where students can earn Meritorious Service for their activities. Volunteer Frederick offers an annual forum for host agencies to learn about service learning.

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- D. FCPS uses the Calendar Handbook, the Middle and High School Course Catalogs, the FCPS Web pages, and school and system news letters to inform students and parents about and engage them in service learning. The Service Learning Advisory Board (SLAB) advertises activities via the school SSL contacts and coordinators and National Honor Society Advisors. SLAB has developed its own Web site and flyer targeting student involvement.

**V. Professional Development and Training**

- A. FCPS has **consistently** provided training to its staff members. The Director of Curriculum and Professional Development, Supervisor for Service Learning and all curriculum specialists including the four core secondary curriculum specialists meet almost weekly. The Service Learning Supervisor has attended MSDE meetings and worked closely with SLAB and select Fellows. All Fellows have been trained by MSSA or MSDE. Some, but not all, High School Service Learning Coordinators have also been trained by MSSA/MSDE.
- B. Those who were not, have either participated in the *Teacher Student Service Learning* course, **or** have been trained one on one by the Service Learning Supervisor. New teachers to FCPS get SSL 101 at their pre-service training, through their curriculum specialists, and in Great Beginnings, the new teacher's course.
- C. Guidance staff, including counselors and secretaries, meet several times annually. The FCPS SSL Supervisor provides updates on SSL as necessary. In Spring 2007 as SSL hours were integrated into the Student Information System the SSL Supervisor and IT Staff provided professional development to guidance personnel and high school SSL Coordinators.

**VI. Accountability**

- A. FCPS individually tracks student hours electronically via the student data system. All students take a minimum of 17 of the 20 courses that contain infused Service Learning activities. These are all **required** courses, **and** the infused activities are part of the Essential Curriculum for each course. Teachers spend a minimum of 4.5 hours in each of these required courses on service learning. A standardized SSL Accountability document has been in use for several years. FCPS has moved to a Web enabled version of this document to centralize the information and share it with curriculum specialists, building principals, and central office staff responsible for SSL.
- B. Service Learning progress, measured in hours, is noted on student's permanent record cards and on any Withdraw/Transfer Forms that are generated for individual students.
- C. Completion of the infused Service Learning activities are verified by Building Principals and Curriculum Specialists via the Accountability Document. This has been centralized via Web based submission during the 2008-09 school year to central office verification.
- D. The quality of the infused projects is evaluated by the Curriculum Specialist for that subject (with input from either a Service Learning Fellow, or a Local Service Learning Curricular Fellow). The independent (Meritorious) service learning is assessed by the Service Learning Coordinators at the high school level, and the Service Learning Contacts at the middle and elementary level.

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**VII. Funding and In-kind Resources**

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Materials of Instruction, Substitutes/Workshops	\$ 3,000
High School SSL Coordinators Stipend	\$ 13,000
SLAB Advisor	\$ 2,000
Service Learning Supervisor's estimated time	\$ 24,000
Associate Superintendent & Director Curr. Estimated time	\$ 3,000
SL Fellows estimated time	\$ 28,900
SL Coordinators at high school estimated time	<u>\$ 145,000</u>
TOTAL	\$ 218,900

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**COURSES WITH INFUSED SERVICE LEARNING**

**High School**

<b>Math</b>	<b>Algebra I (and Essentials)</b> <b>Geometry (and Essentials)</b> <b>Statistics and Probability</b>
<b>Social Studies</b>	<b>Government</b> <b>Modern World History</b> <b>American Studies II</b>
<b>Science</b>	<b>Biology</b>
<b>Language Arts</b>	<b>English 9</b> <b>English 10</b> <b>English 11</b>

**Total High School = 10 courses**

**Middle School**

<b>Subject</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Math</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Science</b>	<b>1</b>		
<b>Language Arts</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Social Studies</b>	<b>1</b>	<b>1</b>	<b>1</b>

**Total Middle School = 10 courses**